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The Southeastern Librarian

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On the cover:

A collage of COVID-19
protocol signs in southeastern
libraries.

The President's Column

It's a new biennium for SELA and that means new leadership. With this new wave of leaders, I am honored and humbled to be your president and serve our organization with such creative, inspiring, and dedicated librarians from the Southeast. I am grateful for everyone who volunteered to serve as section and round table chairs, committee chairs, and state representatives. I'm excited to work with a new Secretary, Kristin Rogers, and new Treasurer, Vicki Gregory, as well as a new *SELn* editor, Ashley Dees. As you know, the *SELn* is now completely open access and I look forward to reading your articles, book reviews, news, and now sharing these timely issues freely with a global audience. As I look through the names on our leadership directory, I see new acquaintances as well as old friends and am grateful to lead this organization with you. If we don't work together, we don't work at all. Please email me if you want to be involved in SELA. I am happy to connect you with a team where your service will make your membership more meaningful and your contributions will make SELA stronger.

It's a new year, so it is time to plan a new conference while reflecting on what we have learned. Our President-Elect, Crystal Gates, is more than qualified to lead this task along with our NCLA leaders and friends Kate Englebrecht (NCLA Vice President) and Gerald Holmes (NCLA SELA Representative). I could not have asked for a better group of people to help plan a conference, whether virtual or hybrid, filled with fantastic experiences for next October. From our experience with Georgia Libraries last fall, we know we can meet online and still have fun, so do not be discouraged if opportunities for in-person meetings are still limited this year.

This year also brings a new administration in our government. I am optimistic for more vaccines and less fear of COVID-19. I am hopeful that our nation's leaders will provide opportunities and support for our libraries so we can continue to help our communities flourish. We take what we learned from each other last year and build on

that to make our 2021 plans. The executive committee has already approved a new budget that reflects our cautiously optimistic predictions on what this year may bring us. We are also considering a summer online conference to strengthen our commitment to each other and reinforce our support to our members.

I miss seeing all of you in person, but I hope to see you in Zoom for meetings and conferences this year. We have heard some new ideas so far, but I want to hear your ideas for SELA, too. Let's have fun this year! I'm proud to be your President, so please don't hesitate to email me and let me know how I can best serve you.



Melissa Dennis
University of Mississippi



Finding (Fictional) Pandemics in the Library: Problems in the Classification of Fiction

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ABSTRACT

Libraries have been forced to adjust their services in light of the COVID-19 pandemic, which has necessitated changes in patron behaviors. With shelf browsing no longer viable, discoverability of materials via the online public access catalog (OPAC) is more important than ever. However, works of fiction often lack subject or genre headings that enable users to locate them in this manner. This article examines a small sample of fictional works that are about epidemics, and looks at whether or not they are discoverable by conducting a subject search for epidemics in ten major southeastern library systems. It examines how the works are cataloged, what subject headings are used, and also suggests directions for further research.

KEYWORDS

subject headings, controlled vocabulary, fiction classification, pandemics, COVID-19

INTRODUCTION

As the novel coronavirus COVID-19 spread throughout the United States, it seemed reasonable to assume that people may want to search for books concerning epidemics, including fiction books and fictional epidemics as well as historical epidemics. As most libraries throughout the country closed in response to the virus, it was rendered impossible to find these by shelf browsing. This highlights the importance of subject classification of fictional works, an area that is fraught with difficulty. The purpose of this study is to highlight two problems in the subject classification of fiction which were highlighted by the COVID-19 outbreak. Using ten large public library systems throughout the Southeast, these problems are examined and identified.

It should be noted that there are different types of classification at play within fiction and literature. Subject classification, including the use of a controlled vocabulary such as Library of Congress Subject Headings (LCSH) is one type of classification. However, many libraries follow a model close to that of a bookstore and classify by genre rather than by subject. (For example, sections for general fiction, mystery, science fiction, romance, and so on.) Both classification systems are valuable for certain purposes. Patrons who know they want a certain type of book can browse and easily select a book in whatever genre is desired. One small problem with organizing by genre is that sometimes a book may fit into multiple genres. Classifying a book by subject alone suffers from a similar problem. A dedicated science fiction reader may not wish to read a romance novel regardless of the subject. It may be best, for the purpose of the cataloging of fiction, to use both LCSH or other subject headings for classification in addition to using genre terms, whether Library of Congress Genre/Form Terms (LCGFT) or other. This holds true for all forms of fiction, despite Library of Congress guidelines currently stating that topical headings are only to be used for biographical and historical fiction, and animal stories (Library of Congress, 2015).

The pandemic brought this to light more clearly, because it is impossible to browse a closed library, and while online interfaces do allow a sort of browsing, the experience is radically different. People expect to be able to find what they want quickly on the internet; while people may enjoy the browsing experience of a library or bookstore, that is not the expectation for a virtual search. Yet bibliographic records for electronic books frequently lack subject headings of any kind, and may lack genre headings as well. Many bibliographic records for electronic books have the largely useless (as far as patron discovery

is concerned) subject or genre heading of “Electronic book.” (There are various reasons why the library might wish to have this term in the system, but it does not assist with patron discovery.)

The American Library Association has only recommended providing subject headings for fiction since 1990, and, because of the sheer amount of work involved, most bibliographic records for fiction created before that date lack subject headings (DeCandido & Rogers, 1990). Doubtless, it has been difficult for many catalogers to justify the time involved in re-cataloging older materials, particularly in the public library, where newer works predominate. It is unlikely that circulation studies alone could provide significant evidence for the utility of subject headings, because if a book is famous enough to be searched for by title or author, it will circulate whether or not subject or genre terms are present within the bibliographic record. In fact, subject headings might have the most value in increasing the visibility of authors who are not as famous or who come from underrepresented groups.

LITERATURE REVIEW

The American Library Association first recommended a national standard practice for the “provision of genre and subject access to individual works of fiction” in 1990 (American Library Association, 2000, p. 1). The collaboration between OCLC and the Library of Congress to enhance fiction records resulted in over 15,000 records being enhanced in the ten years immediately following the project.

Research on circulation differences between fiction with subject headings and fiction without subject headings remains somewhat scanty (particularly in the Anglo-American cataloging world) and suffers from some obvious faults. One preliminary study in a single public library (McDonald, 1996) indicated no significant difference in circulation between titles with subject headings and those without. A study in an academic library (Wilson, Spillane, Cook, & Highsmith, 2000) found similar results. As of 2000, there were no studies reported in the literature finding a statistically significant correlation between bibliographic record content and use defined by circulation.

Dali and Dilevko (2006) proposed the use of additional subject headings for fiction, in addition to the usage of non-fiction or literary call numbers, to better serve the Medical Humanities (MH) in a medical center library. While this exact situation does not apply, the notion of tailoring subject and/or genre retrieval to the population served by the library certainly applies.

Saarti and Hypén (2010) discussed the formulation of a Finnish thesaurus for the purpose of fiction classification, including highlighting the difficulties associated with giving terms to fiction and the tension between specialized terms for literature studies and terms which are likely to be used by the general population looking for a book. There is a difficulty inherent in using terms that will communicate effectively to one group of users but not to another group of users, and they mentioned an additional planned thesaurus to help alleviate this difficulty.

Saarti (2019) gave an overview of differing methods of fiction classification. Several difficulties are highlighted, among them the inconsistency in description of works of fiction among various indexers and the tension between what the author terms denotative and connotative elements. Indexing the denotative elements, or the factual elements included within the work of fiction, is much simpler than indexing the connotative elements, even though these might be what the work is truly about. Traditionally, fiction indexing has stuck to the factual aspects, as well as to classifying by genre.

Mikkonen (2017) gave an intensive overview of various search strategies library patrons employ in book selection, both in the library and in the online catalog, using data gleaned from five separate studies in Finland. There were a number of findings relevant to the current study found. First, it was found that the most popular search approach was to search for a known author or title and then browse the books on the shelves, with using the library catalog being the least popular search strategy. Older participants in the study were also more likely to browse than younger participants. Interestingly, it was found that while participants used differing search strategies in enriched or traditional catalogs (enriched library catalogs allow users to interact with folksonomies in the form of tag clouds, with virtual bookshelves, and with more appealing visual features) it was possible for users of both to complete a successful search. The study also highlighted three strategies users employed in searching in library catalogs: “1. Focused querying, 2. Topical browsing and 3. Similarity based tactic” (p. 104).

Rationale

Given that multiple studies (incomplete though they may be) have failed to show a correlation between bibliographic record content and circulation statistics for fiction, why undertake a new study? The justification for it is that the previous studies largely failed to account for consumer behavior; that is, people frequently select fiction through the process of browsing rather than through a targeted searching process.

As Mikkonen (2017) observed, while known item searching is the most prominent or popular means of locating fiction within the online public access catalog (OPAC), topical searching also exists. While this study was conducted with Finnish patrons, there is little reason to suspect that American patrons employ radically different searching strategies in locating materials. Also, this study illustrates the flaw in judging the value of a subject heading by circulation statistics: since the main means of locating fiction is known item searching, the most known (and thereby most circulated) items do not need subject headings in order for patrons to locate them—at least not when they are new. However, books from smaller or independent publishers and books without much marketing (this would include many books by minority authors, particularly women of color) are not as likely to be known, and thereby not likely to be found by a known item search.

METHOD

As the COVID-19 pandemic spread, the *New York Times* published a list of suggested fiction to read, each of which concerned an epidemic or pandemic (Khatib, de León, Tarnig, & Alter, 2020). The list contained eleven titles (ten full-length novels and one short story.) Two titles were not used for the purpose of this study, because one was not yet released and the other so recently released that many libraries had either not yet acquired it or had not cataloged it yet. The remaining nine titles consisted of one originally published in the nineteenth century (Edgar Allan Poe's short story *The Masque of the Red Death*), five published in the twenty-first century, and one of each published in the 1940s, 1960s, and 1970s. This provided a good variety of titles which span different standard practices in cataloging.

The author chose libraries for this study with a goal to be geographically representative across the southeastern United States, and selected libraries that served larger population centers within their state. Every library chosen serves a population of at least 150,000. These ten libraries include the largest population centers in Florida, Georgia, Mississippi, Louisiana, Tennessee, and North Carolina.

First, a general search was conducted for "epidemics" with the results narrowed to fiction, if possible. Libraries varied widely in terms of the capacity to narrow search by genre/form. Some OPAC or discovery layer systems were quite robust and aided discovery, while some were minimal and allowed practically no filtering of search results. Each of the result lists were examined to see which, if any, of the books appeared in the results. Next, the individual titles themselves were searched to see if the library held the titles, and the records were checked for subject headings, to see if they had any other headings related to epidemics. (It should be noted that some discovery layers employ a thesaurus that could pull up synonymous subject headings.) While some of the books did contain other relevant subject headings, they often did not add any utility to the record. For example, "plague" is a synonym of epidemic, but using the subject heading "Plagues—Fiction" on *The Plague* adds no discoverability beyond a known item search, unless a thesaurus is employed.

Because the goal of this part of the study was to examine how easily patrons could find works of fiction on epidemics, whatever discovery layer was readily public facing was used to conduct searches and sort results. This part of the study focused on the cataloging of the print record (or records) for these nine specific titles, although it is acknowledged that patrons could not access print titles due to the closure of the library. However, patrons could use the catalog to find a print book of interest and then separately search for an electronic version, so the quality of cataloging for the print version was still relevant.

RESULTS

As expected, nearly every library held almost every title, if only as a part of a compilation. Seven

of the nine titles were held by all the libraries; one title was held by nine of the ten libraries, and one title (Ling Ma's *Severance*) was held by seven of ten libraries.

Table 1: Number of Titles Held by Libraries

	Jackson, MS	Memphis, TN	Atlanta, GA	Richmond, VA	Nashville, TN
Number of titles held	8	8	9	8	9
Titles found by "Epidemics" search	2	2	1	3	3
Titles found by "Pandemics" search	0	0	0	0	2
	New Orleans, LA	Miami, FL	Tampa, FL	Birmingham, AL	Charlotte, NC
Number of titles held	8	9	9	9	9
Titles found by "Epidemics" search	1	3	2	2	3
Titles found by "Pandemics" search	0	0	0	0	0

However, despite most libraries holding these titles, very few of the titles came up in a general search for epidemics, narrowed to fiction where possible. On average, the general search returned 2.2 of the nine titles, with no library returning more than three or less than one. The problem becomes more apparent when looking at which books were returned by the "epidemics" search. One novel (David Koepp's *Cold Storage*) was found by this search at every library; every library had used a record with the subject heading "Epidemics—Fiction". This was also the newest of the nine books, released in September of 2019, just over six months before this study. By contrast, Michael Crichton's *The Andromeda Strain*, which was released in 1969, did not appear in the general search at any of the libraries, despite being held by nine of ten libraries.

Only one library included Poe's *The Masque of the Red Death* in something other than a general collection of Poe's stories, so it is not surprising that this book did not appear in any of the searches. Of books published before 2012, Stephen King's *The Stand* appeared in the general search at five libraries, likely due to the fact that this title has been re-released multiple times. Albert Camus' *The Plague* appeared in the general search at a single library, likely due to the fact that that particular library held a newer re-released edition, in contrast to most libraries, which held earlier editions. Of note, although this particular library and edition did have a subject heading for epidemics, the heading was itself wrong, as it was "Epidemics—France—Fiction," while the book is set in Algeria. While Algeria was a French colony at the time the book was written, it still would not have been considered part of France for cataloging purposes. If a geographical heading was desired, a heading for the specific city in Algeria (Oran) would be preferred to the heading for the entire country. (The bibliographic record in OCLC's database with the most holdings does contain a geographical heading for Oran.) Another common issue with *The Plague* was that, while the subject heading "Plague—Fiction" is not wrong, it fails to describe the book any more than does the title, thereby providing no advantage over a known item search. Colson Whitehead's *Zone One* and Justin Cronin's *Passage* were cataloged using the subject heading "Virus diseases—Fiction," which, while certainly not wrong, is unlikely to be a term used by the average searcher. This term might be used frequently within the medical community or within various scholarly communities, but it falls into the trap noted by Saarti and Hypén (2010) in that it does not fit with a large user group. But even the more commonly used term "epidemics" has fallen out of favor with many people and possibly is in need of an update.

Google Trends, which measures which terms people are searching for restricted to geography and time, reveals that Americans searched more frequently for books and movies about epidemics than about virus diseases during the time period of February 7, 2020 to May 7, 2020. In fact, there were not

enough searches for books or movies about virus diseases for Google Trends to show data for that term.

Figure 1: Searches for Books about Epidemics, Pandemics, or Virus Diseases

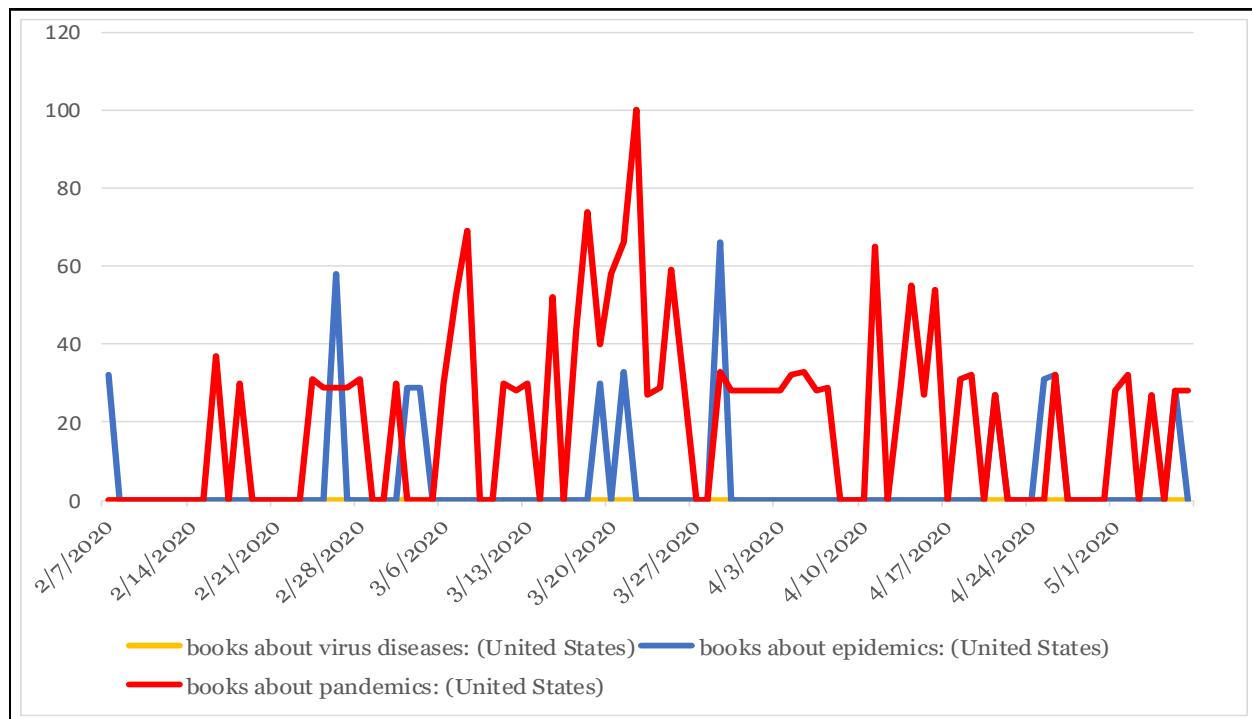
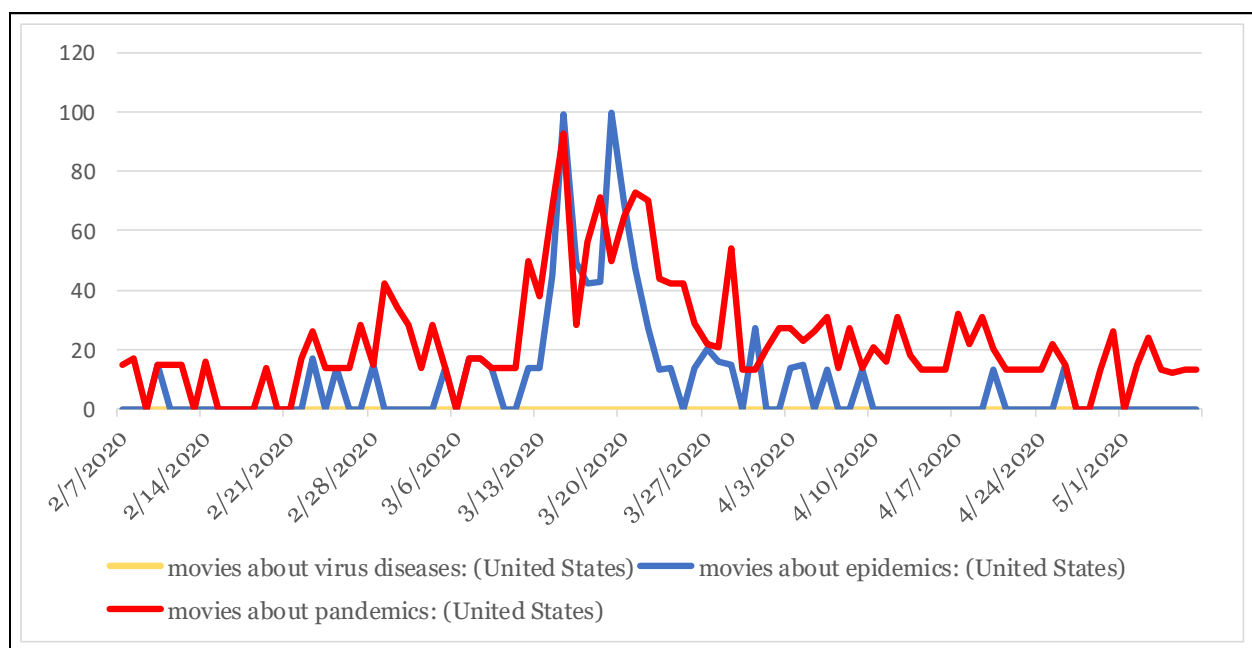


Figure 2: Searches for Movies about Epidemics, Pandemics, or Virus Diseases



However, the term “pandemics” was used even more frequently, but this term is not yet an approved term in the Library of Congress Subject Headings. This is a case where the controlled vocabulary has not caught up with current usage. For this study, a search using the term “pandemics” at each library was also conducted, and it was found that in only one library were any of the books from the *New York*

Times list returned by a search for “Pandemics” narrowed to fiction, as seen in the table above.

Severance frequently had only genre form terms, not subject headings. Emily St. John Mandel’s *Station Eleven* frequently had subject headings, but not for epidemics, which is somewhat understandable because it deals more with the aftermath of the epidemic than the epidemic itself (however, two libraries did give it a subject heading of “Epidemics—Fiction”).

CONCLUSION

Despite changing practices in applying subject headings to fictional works, subject cataloging of fiction remains an inconsistent method of locating fiction. As a rule, this may not be a problem; patrons seeking fiction tend to browse the stacks or perform known item searching. However, in a situation such as the COVID-19 pandemic, browsing the stacks is impossible, and known item searching will only bring known works, decreasing the possibility of patron discovery of works which might be of interest, but which they have not heard. As noted above, this is particularly problematic for new authors, particularly authors from other cultures and authors of color.

Although subject headings are being more frequently applied to fiction than in the pre-1990 world, they often are not headings that would be used by the general public. A headline such as “Virus diseases” is useful for medical works covering viral diseases, but is less likely to be used by a patron seeking works on epidemics or pandemics, particularly works of fiction, as noted above. For nonfiction works, higher levels of granularity likely provide a benefit to users, but it is more likely that fictional works should have more general subject headings, either instead of or in addition to more specific ones. Similarly, electronic books need to be cataloged to at least the same standard as print books. While some libraries have discovery layers on their catalog that group print and electronic titles and alleviate this concern somewhat, not every library has such a system, nor can every library afford such a system.

Furthermore, as the Google Trends data shows, people are using the term “pandemic” rather than “epidemic” but “pandemic” is not an authorized term within the Library of Congress Subject Headings. There may be a variety of reasons why this problem has arisen, but it is exacerbated by the hesitance of many OPACs to allow patron tagging, which has been shown to provide important alternative access points covering areas not included within the Library of Congress Subject Headings, such as tone and emotional content (Spiteri and Pecoskie, 2016). While these tags might not fit the neutral tone and lack of bias that is a hallmark of the library profession, it is possible, when combined with editorial oversight, as Saarti and Hypén (2010) noted.

Interestingly, while the *New York Times* list used for this pilot study may not be particularly diverse (consisting primarily of books by white men) the standalone title that was least likely to have subject headings in the bibliographic record was by a Chinese-American woman, which could indicate that the titles most likely to need subject headings for discoverability are also less likely to receive them. This particular sample is not robust enough to draw adequate conclusions in this area, but a study of discoverability of works by non-male and non-white authors would be a useful addition to the literature in this area.

This study is far too small to draw many definite conclusions. Yet the ongoing COVID-19 pandemic has showcased, once again, the need for good cataloging even as library services move online and electronic formats become the only accessible formats. There has been insufficient study on how patrons will find and access unfamiliar works in such a situation. Also, as noted above, many (if not most) studies of the utility of subject headings for fictional works focused exclusively on circulation statistics but, as was observed, the main methods of patrons for finding fiction do not necessitate subject headings. A study of the circulation of unfamiliar works or works by new or unfamiliar authors (particularly authors of color or authors from outside the Western world) would be a useful addition to cataloging literature. Lastly, further studies and development of best practices in the area of fiction subject cataloging are needed, which would require a study of what type of subject headings are more worthwhile for patron discovery. This includes examining in fuller detail the potentials of user tagging and folksonomies for classifying fiction.

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APPENDIX A
Books in New York Times List and Libraries Examined

Novels in study:

Camus, Albert, *The Plague*
Crichton, Michael, *The Andromeda Strain*
Cronin, Justin, *The Passage*
King, Stephen, *The Stand*
Koepp, David, *Cold Storage*
Ma, Ling, *Severance*
Poe, Edgar Allan, *The Masque of the Red Death*
St. John Mandel, Emily, *Station Eleven*
Whitehead, Colson, *Zone One*

Novels also on list, but excluded from study:

Flynn, Katie, *The Companions*
Wright, Lawrence, *The End of October*

Libraries in study:

Atlanta-Fulton Public Library System, Atlanta, GA
Birmingham Public Library, Birmingham, AL
Charlotte Mecklenburg Library, Charlotte, NC
Jackson-Hinds Library System, Jackson, MS
Memphis Public Libraries, Memphis, TN
Miami-Dade Public Library System, Miami, FL
Nashville Public Library, Nashville, TN
New Orleans Public Library, New Orleans, LA
Richmond Public Library, Richmond, VA
Tampa-Hillsborough County Public Library, Tampa, FL

APPENDIX B

Sample Subject Headings for Each Novel Examined

Each of the novels covered in this study has a variety of bibliographic records which might be used, both because of multiple editions and because occasionally records are duplicated. Furthermore, libraries may edit these records (from OCLC) to suit their needs, including providing additional access points. These records are the records with the most institutional holdings attached. Subject headings and Library of Congress Genre Form Terms are as follows:

- Camus, Albert, *The Plague* (OCLC # 343195)
 - Epidemics—Algeria—Oran—Fiction
 - Plague—Algeria—Oran—Fiction
 - Psychological fiction
 - Novels
- Crichton, Michael, *The Andromeda Strain* (OCLC # 12231)
 - Arizona—Fiction
 - Extraterrestrial microorganisms—Fiction
 - Thrillers (Fiction)
 - Science fiction
 - Novels
- Cronin, Justin, *The Passage* (OCLC # 290464813)
 - Vampires—Fiction
 - Human experimentation in medicine—Fiction
 - Virus diseases—Fiction
 - United States—Fiction
 - Epic fiction
 - Science fiction
- King, Stephen, *The Stand* (OCLC # 20490025)
 - Biological warfare—Research—Fiction
 - Epidemics—Fiction
 - Good and evil—Fiction
 - Influenza—United States--Fiction
- Koepp, David, *Cold Storage* (OCLC # 1078435646)
 - Epidemics—Fiction
 - Science fiction
 - Horror fiction
 - Thrillers (Fiction)
- Ma, Ling, *Severance* (OCLC # 1004911431)
 - Epidemics—Fiction
 - Manhattan (New York, N.Y.)—Fiction
 - Black humor
 - Novels
- Poe, Edgar Allan, *The Masque of the Red Death* (Generally only available in compilation, OCLC # 274922 is one common example)
 - Horror tales, American
 - Fantasy poetry, American
 - Horror fiction
 - Short stories
 - Poetry
- St. John Mandel, Emily, *Station Eleven* (OCLC # 866615101)
 - Actors—Fiction
 - Action and adventure fiction
 - Science fiction
- Whitehead, Colson, *Zone One* (OCLC # 699763904)
 - Zombies—Fiction
 - Virus diseases—Fiction
 - Manhattan (New York, N.Y.)—Fiction



Accessibility and LibGuides in Academic Libraries

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ABSTRACT

This article outlines an exploratory case study to determine how to best serve functionally diverse patrons in a digital landscape through usable and accessible LibGuides at the University of Mississippi Libraries. The literature was reviewed to explore what best practices are implemented when crafting accessible LibGuides. A best practices LibGuide was then created as a resource for librarians to utilize in creating accessible and usable guides. A small sample of the most viewed LibGuides from the University of Mississippi Libraries was then evaluated for accessibility with WebAIM's WAVE Accessibility Evaluation Tool along with a manual rubric created by Stitz and Blundell (2018). This article builds upon the literature concerning LibGuide accessibility and usability. Further research is recommended to include a wider range of LibGuides and creators, a deeper look into overall accessibility issues that are trending, the voices of those who identify as functionally diverse, and to partner with community stakeholders who could add to these findings.

KEYWORDS

accessibility, LibGuides, academic libraries, functionally diverse patrons, usability

INTRODUCTION

The Americans with Disabilities Act of 1990 secured greater checks and balances to uphold the belief of a library as a third place for all individuals regardless of race, gender, age, ability, and more. Today, the number of American adults alone who identify as functionally diverse has reached an upwards of 61 million, according to the Centers for Disease Control and Prevention (2019). However, library digital landscapes are still working to provide inclusive spaces for all who attempt to use them. Libraries continue to focus on digital resource accessibility as they attempt to understand how functionally diverse patrons use databases, LibGuides, and websites.

This case study began as an independent study project in the course of obtaining a Masters of Library and Information Studies degree, and incorporates three goals that guided the coursework: 1) Increase knowledge of how libraries are working to serve patrons with disabilities, 2) Produce a tangible resource for patrons with disabilities, and 3) Review the University of Mississippi LibGuides for accessibility and provide recommendations based on knowledge gained.

The author analyzed Mississippi academic library websites to establish the presence of Springshare LibGuides as a preferred web design tool. After becoming familiar with these institutions, the author then conducted a literature search to determine what other academic libraries have done to create usable and accessible LibGuides at their institutions. Using a mix of recommendations from the literature and best practices LibGuides, a best practices guide was created for the University of Mississippi Libraries. Once the guide was completed, the author assessed a small sample of the library's most-viewed guides. The guides were evaluated using WebAIM's WAVE Accessibility Evaluation Tool (wave.webaim.org), criteria created by Stitz and Blundell (2018) and adapted for usability recommendations made by Ouellette (2011). The goal of this paper is to report this case study's findings in the literature and in guide assessments as a means of serving functionally diverse patrons in academic libraries.

Definition of Functionally Diverse

For the purposes of this exploratory case study, the term for individuals with disabilities will be referred to as those who are functionally diverse, as described by Pionke (2017). The literature concern-

ing accessibility has many opinions as to the terms to use for this diverse group of library users. This study adopts functionally diverse as a term in recognition that the phrase ‘individuals with disabilities’ encompasses a large group of individuals who may have multiple disabilities, physical disabilities, or mental disabilities.

LITERATURE REVIEW

Accessibility in Libraries

Literature concerning library accessibility has ranged from a focus on physical aspects to e-resources, such as how a specific database is used or how functionally diverse patrons approach the library’s web presence in its entirety. The University of Mississippi Libraries crafted its own disability policy after issues were found with signage, library service procedures, and a lack of direction as to who functionally diverse patrons should consult within the library for questions or concerns (Stephan, 2005). The library partnered with its Office of Student Disabilities, since renamed, to align policies and procedures to best help functionally diverse students navigate the library, and added Proxy card privileges for these students.

As exhibited in previous literature reviews, assisting functionally diverse patrons with library procedures has been the central motive for research. Hill (2013) analyzed the content of 198 articles published between 2000 and 2010 and coded them for common themes. Twenty-five percent of articles focused on accessibility to electronic resources, while services to functionally diverse patrons only accounted for 12 percent of the literature. Hill noted that more functionally diverse individuals need to be included in research so as to prevent “the token accessibility found in physical and virtual environments” (p. 141).

Blummer and Kenton (2018) analyzed 100 articles, chapters, dissertations, etc., from 2000 to the present. The authors designated five common themes seen throughout the literature. Evaluating electronic resources and services for the functionally diverse included assessments of databases, screen reading software, and attempts to improve accessibility within libraries. The second, third, and fourth themes of the literature focused on research about the digital divide and access in countries with limited resources; analyzing access to library collections and services; and increasing access to resources and services, respectively. The smallest and fifth theme of the literature focused on utilizing tools to promote access to resources and services and noted findings that indicated how important navigation indicators are for LibGuide users. Additional guidelines made specifically for online spaces, such as the Web Content Accessibility Guidelines 2.0 (WCAG 2.0), have served to muddy the waters even further as to how libraries can serve the functionally diverse in the virtual landscape.

Kazuye Kimura (2018) reviewed 95 articles in the literature written since 2010 that were related to the accessibility of digital resources. The review highlighted problems that arose with the implementation of the WCAG 2.0, as well as caveats that come with making web pages accessible but not actually usable. Reacting to the swath of incorporating accessible techniques after creating online services, Kazuye Kimura advocates for user-testing and discusses the claim of “undue burden” and criticizes libraries for using cost, time, and a lack of understanding as excuses for continuing to retrofit buildings and services (p. 432). Whether a page is accessible and usable at the same time is an issue that plagues LibGuide creators and users alike. For example, an accessible LibGuide page may be complete with alternative text, beneficial heading usage, straightforward font and text alignment, etc., but still may not be usable if it is loaded down with content that is overwhelming to even the most veteran users.

Accessible LibGuides

Naturally, accessibility in libraries directly affects the library’s virtual presence as well. Once libraries begin to think about how their physical spaces are being used or underutilized, the look at the virtual library is a logical next step. To further understand how libraries work with the functionally diverse, as well as to begin the process of creating a resource for functionally diverse patrons, the author searched the literature for accessibility research with specific relation to the LibGuides by Springshare

software.

Ouellette (2011) provides insights via qualitative research into how students use LibGuides, though there is no direct correlation to the functionally diverse within the article. Ouellette reports that students commented that the tab navigation made the guides feel dated and said they would have looked at the guides had their professors recommended them (but only then because the professor was grading them), communicating the importance of collaboration between libraries and various academic departments. Perhaps the most striking finding was that “students would prefer to not use subject guides and will only use them if they absolutely have to” (p.443).

Sonsteby and DeJonghe (2013) created a ‘Best Practices’ LibGuide after conducting a usability study that found students, alumni, and community patrons were becoming overwhelmed with guides and couldn’t navigate basic search box functions. After a second usability test that was deemed unsuccessful, the study included findings such as focusing on user needs instead of information types, creating guides with as few pages as possible, and more. A trend becomes evident in that guides are created before the needs of users are considered leading to a host of accessibility and usability errors.

Castro Gessner, Chandler, and Wilcox (2015) analyzed browser search terms from Springshare log files and interviewed 11 authors of 20 different guides to determine how local users are finding, accessing, and engaging with LibGuides. The LibGuide authors revealed little afterthought about how user groups may interact with the guides, emphasizing the need for librarians to think about LibGuides from a student’s perspective of desiring a product of research over a librarian mental model that “lead[s] them to create a container of resources that emulates the stages of the information search process...[whereas] students’ mental models focus less on the process and more on the product of research” (p. 493). The authors note that while librarians have the mentality that guides should be created to promote sustainable research skills, students consume content differently. They want to get to the information quickly for the assignment with the looming due date, and aren’t necessarily always thinking of developing critical thinking skills while trying to complete assigned tasks. The authors explain that guide creators should consider that while the “librarian’s approach is informed by their generous understanding of the complete research cycle,” students are not considering a cycle at all and any hindrance to completing coursework only becomes a usability issue (p. 493).

Pionke and Manson (2018) created 22 accessible LibGuides using Springshare LibGuides 2.0 software that center on disabilities, disability theory, and assistive technology and utilized a WebTools accessible survey to receive feedback on the guides. Springshare’s built-in features that have already been implemented were discussed, as well as current (to 2017) inaccessible features such as the gallery and polls widgets. The authors also reviewed their accessibility testing of their guides through WebAIM’s WAVE Accessibility Evaluation Tool. The study highlights Springshare’s Accessibility Archives and reports on feedback that was useful to determine changes that needed to be made to wording and conceptualization of disabilities.

Stitz and Blundell (2018) specifically evaluated 18 LibGuides through Springshare for ADA compliance using a manual rubric with 12 criteria from the WCAG 2.0, a criterion from Section 508, and a criterion related to universal design. Best practices recommendations included reducing hover text, providing more self-explanatory tab names, providing link texts for hyperlinks, contrast edits, and more. The authors also created a manual rubric to supplement online accessibility checkers that emphasizes the importance of the human element of accessibility and usability testing.

RESULTS

Creating a Best Practices LibGuide

To understand the landscape of public institutions and their academic library offerings, a brief review of Mississippi public institutions was conducted. Only institutions listed on the Mississippi Public Universities website, www.mississippi.edu, were investigated. All universities except one provided easily accessible research guides. Of the seven universities that provided research guides, six utilized LibGuides by Springshare software (see Appendix A).

Once the LibGuide landscape of public academic institutions was reviewed, creation of a Best Practices LibGuide began. In addition to applying the literature, several Best Practices Guides from various institutions were consulted. The University of Wyoming's "LibGuides - The Basics" provided access to "Making LibGuides Accessible" (University of Wyoming Libraries, n.d.). "Making LibGuides Accessible" is a Springshare webinar that walks users through Springshare's own LibGuides and Accessibility guide. A guide at the University of Pennsylvania provided insight into resources that, when linked, code to 'target = blank,' and why they should be removed from LibGuides (Cronin-Kardon, n.d.). Iowa State University's "Accessibility and Library Materials" guide provided background about utilizing HTML5 in guides, creating accessible Microsoft Word documents, accessible streaming, and more (García. S. A. V., n.d.).

Further resources for checking accessibility were included in a guide from the University of Illinois Library, such as color contrast and caption checking (Office of Information Literacy, n.d.). An accessibility update to Gallery Boxes within LibGuides and the alternative text to accompany photos provided information about using the features; whereas they were previously unusable (Richards, T., n.d.). Finally, the "LibGuides Standards and Best Practices: Accessibility" guide from Boston College supplemented information about utilizing tables within guides and best methods for copying and pasting (Martinez, J., n.d.).

In addition to the Best Practices Guides, Springshare Training's "Best Practices for Building Guides & Accessibility Tips Session Video" (n.d.) webinar was viewed to thoroughly understand accessible LibGuide creation. The webinar included in-depth information about what screen readers read when scanning a guide, reviewed the WebAIM Color Contrast Checker (<https://webaim.org/resources/contrastchecker>), and more. Following the review of these resources, a LibGuide Framework was created to provide a rough idea of how the guide would be laid out for guide creators at the University of Mississippi Libraries (see Appendix B). This guide was modified after review to model the left-side navigation that was recommended after LibGuide accessibility assessments.

Assessing LibGuides for Accessibility

The final goal for the independent study course work was to assess a small sample of LibGuides at the University of Mississippi for accessibility based on the knowledge gained. Four LibGuides were assessed using a mix of qualitative research findings from the literature. The four guides assessed were the University of Mississippi Libraries "Accounting," "Advertising," "Marketing," and "Statistical and Data Resources" guides. The selection of these guides was based on guide views as well as the way guides are categorized within the library's site. A combination of the WebAIM WAVE Accessibility Evaluation Tool (<https://wave.webaim.org>), Stitz and Blundell's (2018) accessibility rubric, and Ouellette's (2011) usability findings were used to check each LibGuide for accessible features.

Stitz and Blundell's (2018) rubric consists of criteria from WCAG 2.0, Section 508, and universal design. The rubric evaluates accessibility for an Optimum Accessibility Level indicated by AAA, an Improved Accessibility Level indicated by AA, a Minimum Accessibility Level indicated by A, or Does Not Pass (pp. 73-79). Criteria from Stitz and Blundell (2018) include:

1. Text Alternatives: alternative text is provided for content within the webpage.
2. Time-Based Media: accessible alternatives are provided.
3. Adaptable: content can be presented in different ways.
4. Distinguishable: content is easy for users to hear and see.
5. Keyboard Accessible: functionality is completely available from a keyboard.
6. Enough Time: users have time to read and use content provided.
7. Seizures: content does not cause seizures.
8. Navigable: there are clear ways to assist users with navigating content on each webpage.
9. Readable: text content is readable and understandable.
10. Predictable: web pages appear and operate predictably.
11. Input Assistance: users are provided with assistance to avoid and correct mistakes.

12. Compatible: content is compatible with current and future assistive technologies.
13. Usable: hyperlinks to software required to interpret content are provided if necessary.
14. Web Design Best Practices: this section was modified by this case study author to include criteria taken from Ouellette (2011): navigation is tabbed, contact information is provided, and guide is tailored to discipline and sub-discipline (see Appendix C).

The “Accounting” guide passed all criteria with minimum accessibility, except for criterion 11, due to WebAIM’s WAVE Accessibility Evaluation Tool flagging the interlibrary loan login widget that was embedded in the guide. Further recommendations for this specific guide included editing alternative text for better accessibility, spelling out acronyms, and editing guide destination URLs (see Appendix D).

More issues were found in the “Advertising” guide, with criteria 1, 5, and 12 failing to meet basic accessibility levels. An alternative text update was needed, hover text needed to be eliminated due to inaccessibility, and bullet points were present with no content. Recommendations also included spelling out acronyms, moving contact information to the left side of the guide if possible, and changing from tabbed navigation to placing navigation on the left-hand side of the guide (see Appendix E).

The “Marketing” guide did not meet accessibility criteria 1 and 12 due to the presence of hover text. Acronyms also needed spelling out, as well as editing to shorten the guide so users would not be overwhelmed by the content presented (see Appendix F). Finally, the “Statistical and Data Resources” guide did not pass criterion 1 due to the need for alternative text for an image. In addition to alternative text, left-justifying text was suggested so as to not confuse screen readers, as well as the addition of headings and special containers within the guide to make the guide easier to navigate (see Appendix G).

DISCUSSION

The LibGuides at the University of Mississippi Libraries were generally accessible, with common mistakes that occurred across the board. While the guides were created by various authors, a lack of awareness of alternative text practices and the inaccessibility of LibGuide hover text seemed to be the largest factors that prevented the guides from being more accessible to users. Alternative text was often used in the guides to restate a piece of content instead of further elaborating on what the content actually was. This practice was flagged as redundant by the WebAIM WAVE Accessibility Evaluation Tool, making room for changes to the way alternative text was approached by guide authors. Hover text was being utilized, in this author’s estimation, to keep guides short by describing links to databases in a neat and tidy manner. However, hover text in LibGuides cannot be read by screen readers, making it inaccessible and leading to the recommendation that any hover text be converted to regular text within the guide.

Like most libraries, the guides were using tabbed navigation. With Ouellette’s (2011) findings that students found this format outdated, left-side navigation was encouraged for all guides. The hope for this recommendation was to add uniformity to all guides within the library’s site, as there were few common features that all of the guides shared.

Another feature of the guides confirmed findings that guide authors have a tendency to start from the viewpoint of creating a container of information instead of thinking about how students, community patrons, etc. would approach the guide to complete coursework or to find a quick article instead of entering a research cycle (Castro Gessner, Chandler, & Wilcox, 2015). Of the four guides assessed, two were recommended for edits to shorten the guides and make them less overwhelming for users to approach. Users want succinct information quickly and become frustrated by too much content in a guide. Reducing the amount of information to what is vital is one answer to this frustration.

The overall accessibility of the four guides provided an insight into both the usability and accessibility recommendations that needed to be made based on the literature. For the most part, the guides were clearly delineated and easy to understand to the naked eye. However, accessibility focuses on more than what the eye of an able-bodied user can see. Using the WebAIM Wave Accessibility Evaluation Tool was eye opening in that it identified many issues that still had room for improvement with the overall guides’ accessibility. In addition, Stitz and Blundell’s (2018) rubric incorporated the human element of the manual rubric of WCAG 2.0 criteria that made further accessibility tweaks easier to understand and actually make. Ouellette’s (2011) best web practices usability findings greatly influenced recommenda-

tions to shift navigation styles and work towards creating accessible guides not just for the functionally diverse, but for all students.

Limitations

The limitations of this exploratory case study include the fact that while Springshare's LibGuide service is used by many, it does exclude a look at libraries that utilize different web services. It only reviewed Springshare LibGuide usage by institutions listed on www.mississippi.edu to become knowledgeable about LibGuides usage in the state, but did not include any other institutions. This case study also does not feature a perspective of an individual who is functionally diverse, limiting the reach of the measures taken to create an accessible tool for functionally diverse patrons. It also narrows a focus on accessible measures especially for those with blindness or sight disabilities and does not fully address what could be done for patrons who are functionally diverse in other ways. Furthermore, only four LibGuides at the University of Mississippi Libraries were assessed for accessibility due to time constraints of the author's semester.

CONCLUSION

Accessibility in libraries has come a long way, but it is still on its journey to becoming fully realized. It is evident with the literature reviewed for this exploratory case study that elevators and websites that only consider site layout and features for better usability and accessibility are not enough, and only serve as a band-aid for larger issues that still need to be addressed. While physical spaces may be more accessible than digital ones, it is imperative that this issue be remedied now as more library users are accessing the library in the digital landscape. A full understanding of Springshare's LibGuides software is required to create an accessible guide, and even then, color contrast checkers still may have an issue with a university's color scheme – something completely out of the hands of the library.

However, there are simple best web practices recommended in the literature that can be implemented without accessibility testing of any kind. These can be done before delving further into how to create an accessible resource for patrons who are functionally diverse that will help all users navigate the guides in a manner that quickly leads them to the information they need. In exchange, the library's resources are not deemed outdated or bogged down with unnecessary or too much information.

Once the library does begin checking resources for accessibility, only the hours required to run tests with software that is freely available to the public would begin to reveal any inconsistencies in guides and inaccessible features. Guide assessments in this study revealed a need for change that led to more accessible digital spaces by eliminating features such as hover text, inaccessible alternative text for images, and more. Assessment of these spaces begins the path to a more accessible digital library and an opportunity for partnering with campus stakeholders to carry the work further. For example, beyond usability testing, the library may collaborate with the institution's office for disabilities to determine what students, alumni, community patrons, etc. are looking to gain from the library. This method of approach would encourage LibGuides to be written to the needs of the students, community patrons, stakeholders, etc., so that they may be as concise and easy to use as possible.

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APPENDIX A**Institutions that use LibGuides by Springshare in Mississippi from www.mississippi.edu.**

Institution Name/Library Name	Does the institution have research guides?
Alcorn University JD Boyd Library	Awaiting email response, unable to find on website
Delta State University Roberts-LaForge Library and Instructional Resources Center (IRC)	Yes
Jackson State University H.T. Sampson Library	Yes (two locations)
Mississippi State University MS Libraries	Yes
Mississippi University for Women John C. Fant Memorial Library	Yes
Mississippi Valley State University James H. White Library	Yes
University of Mississippi J.D. Williams Library	Yes
University of Southern Mississippi University Libraries	Yes

APPENDIX B**Rough Outline of Best practices Guide for the University of Mississippi Libraries.**

HOME PAGE	TEXT TAB	IMAGES TAB	ADDITIONAL GUIDES TAB
Top: Introductory box explaining the guide's purpose & navigation.	Top right: Best practices for text in LibGuides, linking methods, LibGuide links, etc.	Top: Recommendations for considering images for mobile users	Top: further topics covered through Springshare training Middle: further resources covered by Springshare training
Top right: Quick Tips for Accessible LibGuides	Bottom right: examples of what not to do with text (no hard-to-read colors, hover icons, etc.)	Top right: Best practices for images in LibGuides, creating alt text and naming	Top right: LibGuides recommended by Springshare on best practices and accessibility
Bottom right: news from Springshare on LibGuides & Accessibility	Left bottom: WebAIM Contrast Checker tool	Bottom right: Best practices for gallery boxes	Bottom right: Additional guides, further reading
		Bottom left: Link to Springshare Training resources	Bottom left: link Springshare's Best Practices & Accessibility Webinar

APPENDIX C**Rubric from Stitz and Blundell (2018) with modification by Ouellette(2011).**

Criteria	Optimum Accessibility Level (AAA)	Improved Accessibility Level (AA)	Minimum Accessibility Level (A)	Does Not Pass
1 Text Alternatives: Provide for non-text content within web pages so content can be changed into other forms that people need (1.1.1).	N/A	N/A	All non-text content has text alternatives except for the specific conditions in WCAG 2.0 Criteria 1.1.1.	All non-text content doesn't have text alternatives except for the specific conditions in WCAG 2.0 Criteria 1.1.1.
2 Time-based Media: Provide various accessible alternatives (1.2.1-1.2.9).	1. All pre-recorded audio in synchronized media has sign language (1.2.6). 2. All pre-recorded video in synchronized media provides extended audio descriptions when needed (1.2.7). 3. All pre-recorded media have a text alternative (1.2.8). 4. All live audio-only uses a caption service (1.2.9).	1. All live audio in synchronized media have captions (1.2.4). 2. All pre-recorded video in synchronized media have audio descriptions when needed (1.2.5).	1. All pre-recorded media have an alternative content format (1.2.1, 1.2.3). 2. All pre-recorded synchronized media have captions (1.2.2).	Doesn't meet level A
3 Adaptable: Create content that can be presented in different ways	N/A	N/A	1. All content preserves structure and relationships regardless of presentation (1.3.1). 2. All content has a logical reading order, which is preserved regardless of presentation (1.3.2). 3. All instructions don't require use of the senses alone (1.3.3).	Doesn't meet level A

<p>4</p> <p>Distinguishable: Easier for users to see and hear content (1.4.1-1.4.9).</p>	<p>1. All text and images of text have a contrast ratio of at least 7:1 except for the specific conditions in WCAG 2.0 Criteria 1.4.6.*</p> <p>2. All pre-recorded audio speeches have at least 20 dB between the speech and background audio or the ability to turn the background audio off (1.4.7).</p> <p>3. All blocks of text are formatted to meet the five conditions of WCAG 2.0 Criteria 1.4.8.**</p> <p>4. Use text instead of an image unless it is pure decoration or essential, such as a logo (1.4.9).</p>	<p>1. All text and images of text have a contrast ratio of at least 4:5:1 except for the specific conditions in WCAG 2.0 Criteria 1.4.3.***</p> <p>2. All text, excluding captions and images of text, can be resized up to 200% with equal content quality without using assistive technologies.</p> <p>3. Use text instead of image when possible except for the specific conditions in WCAG 2.0 Criteria 1.4.5.****</p>	<p>1. No content uses color alone to distinguish an element (1.4.1).</p> <p>2. No audio plays longer than three seconds automatically without the typical user controls being provided for it (1.4.2).</p>	<p>Doesn't meet level A</p>
<p>5</p> <p>Keyboard Accessible: All functionality available from a keyboard (2.1.1-2.1.3)</p>	<p>1. All functionality is keyboard accessible and doesn't trap focus without exception (2.1.3).</p>	<p>N/A</p>	<p>1. All functionality is keyboard accessible except for the specific conditions in WCAG 2.0 Criteria 2.1.1.*</p> <p>2. No keyboard trap. If there is a need to use non-standard keys to move focus, the user is notified (1.2.2).</p>	<p>All content doesn't meet level A</p>
<p>6</p> <p>Enough Time: To read and use content (2.2.1-2.2.5).</p>	<p>1. Timing isn't essential except in the case of interactive synchronized media and real-time events (2.2.3).</p> <p>2. All interruptions can be postponed except in emergency situations (2.2.4).</p> <p>3. Likely, authentication isn't necessary for LibGuides, so the WCAG 2.0 Criteria 2.2.5 isn't applicable.</p>	<p>N/A</p>	<p>1. Likely there aren't time limits, so WCAG 2.0 Criteria 2.2.1 isn't applicable.</p> <p>2. Users can pause, stop, or hide all non-essential content that blinks, moves, or scrolls for more than five seconds, or updates automatically unless the user can control the frequency of the update.</p>	<p>All content doesn't meet level A</p>

7 Seizures: Don't design content known to cause seizures (2.3.1-2.3.2).	1. Doesn't contain anything that flashes more than three times a second (2.3.2).	N/A	1. Doesn't contain anything that flashes more than three times a second or falls below the general and red flash thresholds (2.3.1)	Contains items that flash more than three times a second and doesn't fall below the general and red flash thresholds.
8 Navigable: Ways to help users navigate, find content, and determine where they are on each web page, are provided (2.4.1-2.4.10).	1. Users are provided with information about their location within the website, such as the provision of a breadcrumb trail. 2. The purpose of all links can be determined by its text alone (2.4.9). 3. All content is organized by section headings (2.4.10).	1. Multiple ways to locate web pages are provided except when each page represents a step in a process (2.4.5). 2. Headings and labels describe their content or purpose (2.4.6). 3. There is a visual cue that indicates a component has focus (2.4.7).	1. Can skip blocks of repetitive content on multiple web pages (2.4.1). 2. Web page titles describe their purpose (2.4.2). 3. Components receive focus in an order that preserves their meaning (2.4.3). 4. Hyperlink purpose can be determined from the link text in context (2.4.4).	All content doesn't meet level A
9 Readable: Text content is readable and understandable (3.1.1-3.1.6)	1. All specialized words are defined. If none, not applicable (3.1.3). 2. All acronyms are defined. If none, not applicable (3.1.4). 3. All content is available in a secondary education reading level (3.1.5). 4. A mechanism to pronounce words is available when it is needed for meaning (3.1.6).	1. All content that differs from the default language is indicated except for the specific condition in WCAG 2.0 Criteria 3.1.2.*	1. All web pages have a default human language (3.1.1).	All webpages don't have a default human language.
10 Predictable: web pages appear and operate predictably (3.2.1-3.2.5).	1. Any change of context is user initiated only or they can turn the feature off (3.2.5).	1. Navigation that appears on multiple web pages occurs in the same relative order unless the user changes it (3.2.3). 2. All components with the same functionality are consistently identified (3.2.4).	1. No presented content changes the context automatically when it receives focus (3.2.1). 2. Context doesn't change automatically when the user changes settings, unless they are advised prior to changing it (3.2.2).	All content doesn't meet level A

<p>11</p> <p>Input Assistance: Users are provided with assistance to avoid and correct mistakes (3.3.1-3.3.6).</p>	<p>1. Context-sensitive help is provided (3.3.5).</p> <p>2. Likely, web forms aren't on course or subject LibGuides, so WCAG 2.0 Criteria 3.3.6 isn't applicable</p>	<p>1. User input suggestions to correct the error are described unless it would jeopardize security or purpose of content (3.3.3).</p> <p>2. Legal and financial data wouldn't be entered on course or subject LibGuides, so WCAG 2.0 Criteria 3.3.4 isn't applicable.</p>	<p>1. All user input errors are described and identified (3.3.1).</p> <p>2. All user input controls have labels or instructions (3.3.2).</p>	<p>All content doesn't meet level A</p>
<p>12</p> <p>Compatible: With current and future user agents, including assistive technologies (4.1.1-4.1.2).</p>	N/A	N/A	<p>1. No code validation errors (4.1.1).</p> <p>2. All user interface components have names, roles, and are available to user agents (4.1.2).</p>	<p>All content doesn't meet level A</p>
<p>13</p> <p>Usable: Provide a hyperlink to software required to interpret content</p>	N/A	N/A	<p>There are hyperlinks to software the web page user needs.</p>	<p>Missing hyperlinks</p>
<p>14</p> <p>Web Design Best Practices</p>	<p>1. Navigation is left-sided instead of tabbed</p> <p>2. All pertinent information such as contact information is on the left-hand side of the guide.</p> <p>3. Guide requires minimal scrolling.</p> <p>4. Preferably, guide is tailored to discipline and sub-disciplines. (Taken from Ouellette, 2011)</p>	<p>1. Guide is not overwhelmed with information, providing the most concise and relevant resources on the homepage.</p> <p>2. Redundancies are eliminated wherever possible and no links are duplicated across tabs.</p> <p>3. Tab label conventions provide a clear picture of what can be found on the page. (Taken from Ouellette, 2011)</p>	<p>1. Guide provides subject specific information relevant to a variety of sub-disciplines.</p> <p>2. LibGuide presents an overall clean and simple layout that will not be overwhelming for users.</p> <p>3. Guide presents clear language free of library jargon. (Taken from Ouellette, 2011)</p>	<p>Does Not Pass</p>

APPENDIX D
Accountancy Guide Accessibility Assessment.

Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5	Criterion 6	Criterion 7
A	N/A	A	AAA	AAA	N/A	AAA

Criterion 8	Criterion 9	Criterion 10	Criterion 11	Criterion 12	Criterion 13	Criterion 14
AA	AA	AAA	Does not pass	A	A	AA

WebAIM Results:

There is no alt text for Ole Miss webpage logo at top left, which is not applicable.

On the guide's Library Essentials tab, the ILL login widget results in a WebAIM alert that the login form has the potential to confuse keyboard tabbing functions.

The RefWorks Log In link was alerted for redundant link text, meaning the alt text is the same as the link text. It should be changed to something such as "Ref Works Log In link."

The "click here" link is also flagged for inaccessibility, as WebAIM text views it as suspicious, since "here" does not say much about where the user will be going. Recommend to change to something like "The RefWorks Webpage provides more information for RefWorks" with the linked text "The RefWorks Webpage."

Contrast issues have to do with Ole Miss website, and are not applicable.

Recommendations:

1. Change guide to left-hand navigation
2. Move contact information to left side of guide
3. Revise guide per WebAIM Results as feasible
4. Remove "Online Encyclopedias and Handbooks" box from the Encyclopedias and Handbooks tab
5. Remove the Digital Accounting Collection tab
6. Spell out all acronyms
7. Provide more memorable and user-friendly links for the tabs instead of guides.lib.olemiss.edu/#####

APPENDIX E
Advertising Guide Accessibility Assessment.

Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5	Criterion 6	Criterion 7
Does not pass. See alt text issues in WebAIM Results	N/A	A	AAA	Does not pass. See hover text issues in WebAIM Results	N/A	AAA

Criterion 8	Criterion 9	Criterion 10	Criterion 11	Criterion 12	Criterion 13	Criterion 14
AA	AA Acronym not defined on Articles & Databases page	AAA	AAA	Does not pass See hover text issues in WebAIM Results	A	AA

WebAIM Results:

Articles & Databases: Remove empty bullet points, add alt text to "Book Now" icon if possible.

Demographics & Lifestyle: Provide alt text for book cover images if possible.

Websites, Blogs, & Newsfeeds: change alt text for Digital Public Library of America, as it was flagged to be redundant.

Finding & Using: Images, Videos, and more: provide alt text for Creative Commons image

Remove all hover text and replace in rich text/HTML editor, as hover text is not ADA compliant.

Recommendations:

1. Change guide to left-hand navigation
2. Move contact information to left side of guide
3. Revise guide per WebAIM Results as feasible
4. Delete empty bullet points
5. Spell out all acronyms
6. Provide more memorable and user-friendly links for all tabs instead of guides.lib.olemiss.edu/#####

APPENDIX F
Marketing Guide Accessibility Assessment.

Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5	Criterion 6	Criterion 7
Does not pass. See alt text issues in WebAIM Results	N/A	A	AAA	A	N/A	AAA

Criterion 8	Criterion 9	Criterion 10	Criterion 11	Criterion 12	Criterion 13	Criterion 14
AAA	AA Acronym not defined on multiple tabs	AAA	AAA	Does not pass See hover text issues in WebAIM Results	A	AA

WebAIM Results:

Convert all hover text to text in HTML/rich text box.

Articles & Databases: provide alt text for "Book Now" icon if possible.

Demographics & Lifestyle: provide alt text for book cover images if possible and make contact information consistent with rest of guide.

Recommendations

1. Change guide to left-hand navigation
2. Move contact information to left side of guide
3. Revise guide per WebAIM Results as feasible
4. Spell out all acronyms
5. Provide more memorable and user-friendly links for all tabs instead of guides.lib.olemiss.edu/####
6. Consider shortening guide by removing any lesser-used resources

APPENDIX G
Statistical and Data Resources Guide Accessibility Assessment.

Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5	Criterion 6	Criterion 7
Does not pass. See alt text issues in WebAIM Results	N/A	A	AAA	AAA	N/A	AAA

Criterion 8	Criterion 9	Criterion 10	Criterion 11	Criterion 12	Criterion 13	Criterion 14
AAA	AAA	AAA	AAA	A	A	A

WebAIM Results:

Statistical & Interdisciplinary Data: provide alt text for License image and left-justify text in "How to Use This Guide" box, as the currently fully justified text has the potential to confuse screen readers.

Recommendations:

1. Change guide to left-hand navigation
2. Move contact information to left side of guide
3. Revise guide per WebAIM Results as feasible
4. Provide more memorable and user-friendly links for all tabs instead of guides.lib.olemiss.edu/#####
5. Use headings or special containers for links/bullet points so that screen readers can skip links if needed, instead of being forced to read out entire boxes of links
6. Consider shortening guide by removing any lesser-used resources

SPOTLIGHT ON PUBLIC LIBRARIES

This new column will highlight academic, public, and special libraries across the Southeast as well as interesting collections and outstanding library professionals.

Burnsville Public Library

Burnsville, WV

by The SELA Public Library Section

Upon first glance, Burnsville Public Library may seem like a typical small town, rural library, but once you step inside, you can see that it is anything but typical. The library is usually a hub of activity, but the COVID-19 pandemic has rendered this activity non-existent. With a staff that is equivalent to about 1.03 full-time employees, this small library has been providing innovative and much needed programs and services to their town of around 500 people and the surrounding areas for a total service population of 3,723.

Burnsville Public Library director Beth Anderson began her tenure nearly six years ago in July 2015. Anderson has been the driving factor in the vast array of programming and services expansion seen from BPL. "When I started we offered very limited programming options. I have three children, at the time one was a teenager and two were early elementary-aged, so I thought starting with youth programs would be in line with community needs. I wanted to start offering new and expanded programming so children and families would have options of things to do," says Anderson.

In an effort to realize this vision, BPL created a program for elementary-aged children. This program started as a Saturday program, Reading with Miss D. There were two core participants, Anderson's youngest children. Her sons were really the catalyst for the additional participation. They had so much fun at the program they told their friends and invited them to come, and word began to spread. The program went through some changes. Reading with Miss D became Reading with Mr. P and then Hands on Reading, but the program remained strong and continued to gain momentum. This program became the library's after school program when it moved from Saturdays to Thursdays in January 2017. In September 2017, it was expanded to a four-day a week after school program. This program, under non-pandemic circumstances, sees between 150 – 200 children every week.



Librarian Beth Anderson and children during an activity

Keeping existing programs in mind, Anderson expanded programs such as BPL's Toddler Story Hour to occur weekly rather than the usual once per month. Offering the program more often increases the likelihood that they will have attendees and shows the community the library is working for them. The most successful program expansion came with Summer Reading. In 2016, the library expanded their Summer Reading Program from 3 days to 9 days, occurring one day per week during Summer. This expansion was a big success, but it was not the only expansion the program would see. In 2018, BPL expanded again to bring more of a Summer Camp feel to the program. Activities ran Monday-Friday from 10:30

am to 4:30 pm for 9 weeks. Each day of the week had a different theme or topic. It was very well received. Some attendees were dropped off, while others attended with their parents. There was a lot of growth that summer. The library was going to revamp the program again for 2020, but COVID-19 hit and all in-person programming went on hiatus. "As we begin thinking about the 2021 Summer Reading Program I am going to hope for in-person programs, but know they may or may not happen," says Anderson.

In 2017, the library was fortunate to be included in the inaugural group for PLA's iii program. The Inclusive Intern Initiative or iii was created by PLA to encourage diversity in libraries through a paid internship program for high school juniors and seniors. The library had two phenomenal interns that year. They helped the library hold Super Why and Odd Squad Camps, created a teen program called the Teen Scene, created a summer long science series that culminated in watching the solar eclipse, and developed a Family Game Night. They also helped with a fundraiser BINGO which raised enough money for them to bring the DOME Theater to town. The library was also a part of the 2019 iii program.



The Super Why and Odd Squad event



People gathered at the BPL to watch the solar eclipse of 2017

The library started Family Movie Nights in 2017. Those have morphed into Family STEAM Movie Nights that are held at least once a month. Families gather for a STEAM activity or two and then watch a movie. The library provides popcorn and drinks. Anderson is thrilled to have developed this program with such great community success. "We have three or four core families that rarely miss a program, and several additional families who attend occasionally." As soon as the winter weather breaks, and it is warm enough in the evenings, BPL will start Family STEAM Movie Night: Parking Lot Edition. There will be activities set up outside and then the movie will be shown outside. Families will have their own area in the parking lot. This will allow for social dis-

tancing and fresh air. In addition to the family movies, the library plans on doing Parking Lot Movies: Retro Films. This will include a brief educational program and a retro/classic movie.

The accomplishment that means the most to Anderson, BPL, and the community is being a part of the second cohort of OCLC's Small Libraries Create Smart Spaces. This program is provided by OCLC and their partner ARSL. This program teaches small libraries about how to get their community's involved in planning and implementing a space where members of the community can come to learn, or share in activities. The library went through approximately 2 years of online learning, virtual meetings, and support from the grant staff and other libraries in the cohort. Speaking about the community engagement process, Anderson explains, "We utilized volunteers to help get our wish tree filled with ideas of what people wanted in our community. Then we used a bot board to get ideas for what new and innovative things they wanted in the library. In the end, we were able to purchase items that reflect what our community wants, as well as creates a Smart Space in our library." Some of the items they purchased include: Cricut and Heat Press with extra vinyl, a coffee bar, hot plates and necessary equipment to host a cooking program, an indoor/outdoor projector, music production equipment, a 65" TV and surround sound system, a green screen, a DSLR camera and video camera, and various other items that will make

the library space more user-friendly. Patrons will be able to use any of these items for free, but BPL asks for a donation of any amount from those who can so the library staff can replenish their supplies.

The local extension agency is going to help BPL with a cooking video series. The library has already started their monthly Children's Cooking series (you can check it out on the library's Facebook page or their new YouTube Channel, just visit their website for more details: <http://burnsville.lib.wv.us/>, and they will be starting an Adult Cooking series very soon. A local podcaster has offered to be a mentor if anyone would like to start a podcast. The library also plans on doing photography and videography classes, as well as a paranormal walk around town for Halloween. The library hopes that with all the new technology and programs, they will be able to reach the middle and high school patrons that they have struggled to reach in the past.

One of the library's newest endeavors is facilitating a series of community conversations about our town and community. According to Anderson the BPL wants to know strengths, identify weaknesses, and create a plan on how to improve where needed. This is part of the LTC: Focus on Small and Rural libraries grant from ALA and ARSL. This grant provides professional development on how to plan and facilitate community conversations and how to deal with issues that may arise during the conversation. "We look forward to being able to facilitate these conversations and ask the hard questions," says Anderson.

If you would like any additional information on any of the programs, services, or opportunities available at the Burnsville Public Library, just reach out to them. You can find BPL on Facebook, Twitter, Instagram, and now YouTube. You can also check out their website, <http://burnsville.lib.wv.us/> or contact them by phone at 304-853-2338.

The SELA Public Library Section wants to thank the Burnsville Public Library for being the first "SPOTLIGHT on Public Libraries." If you would like to have your public library featured please email the leadership of SELA's Public Library Section: Beth Anderson, Chair, at beth.anderson@clark.lib.wv.us or Danielle Thornton, Chair-Elect, at dthornton@greenvillelibrary.org.

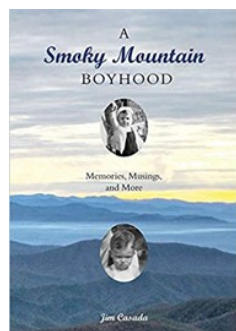


A group of children during a Family STEAM Movie night

Please send SPOTLIGHT inquiries or suggestions for academic and special libraries, collections, or library professionals to the Editor, Ashley S. Dees, at aesorey@olemiss.edu.

REVIEWS

A Smoky Mountain Boyhood: Memories, Musings, and More



Jim Casada
Knoxville: The University of
Tennessee Press, 2020
ISBN: 9781621906094
309 p. \$29.95 (Pbk)

Jim Casada was, until his retirement in 1996, a professor of history at Winthrop University.

He is the author of seventeen books on history, the great outdoors, hunting, and fishing, including the award-winning, *Fly Fishing in the Great Smoky Mountains National Park: An Insider's Guide to a Pursuit of Passion*.

This personal collection of stories by Jim Casada is delightful reading and thought provoking for any of us who might have lived near or in the mountains of North and South Carolina, Tennessee, and Virginia. Also for any who were born and spent growing up years immersed in the culture of the Smoky Mountains. Jim Casada's stories help us to reflect upon our own memories.

Chapters such as High Country Holiday Tales and Traditions, Seasons of the Smokies, Tools, Toys and Boyhood Treasures, and Precious Memories are delightful reading.

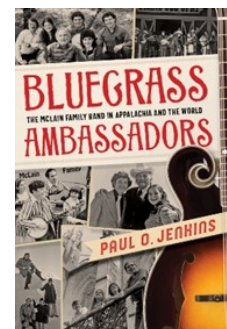
Jim Casada says his hope in crafting this writing is to help those who want to keep the "high county traditions alive." Change is inevitable in any area of our world but some like Jim Casada want to preserve memories and encourage holding fast on those qualities of life, liberty, and the pursuit of happiness he found in his years in the smoky mountains.

Highly recommended for public libraries and for school libraries. A glossary and index are located in pages 297-309.

Carol Walker Jordan, Ph.D., MLIS.

Bluegrass Ambassadors: The McLain Family Band in Appalachia and the World

Paul O. Jenkins
Morgantown: West Virginia
University Press, 2020
ISBN: 9781949199680
288 p. \$26.00 (Pbk)



My attraction to this biography is my mountain heritage. I was born in Kings Mountain, North Carolina, and enjoyed my family's love of "country music and country musicians," and was eager to read and review Paul O. Jenkins' *Bluegrass Ambassadors: The McLain Family Band in Appalachia and the World*.

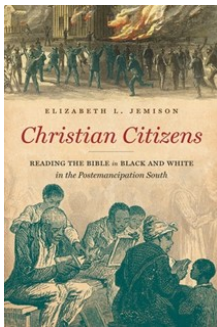
Paul O. Jenkins' biography is of a family of musicians who succeeded in taking bluegrass music out of the Appalachian Mountains and presenting it abroad. Through accounts of the lives of the parents, children, colleagues and friends, the beautifully written stories of family life, professional lives, and world travel keep a reader enthralled with all pieces of this slice of the American country music world. Each page challenges the reader to want to stop and search for live performances, recorded voices, or music performances.

A great addition to this work are the sections of research: Interpretations, Solo Recordings, Chronology, Discography, Notes, Bibliography, and Index. As a reader, the text of this biography is fascinating and is complimented by the Research sections' awesome accurate and extensive listings.

Highly recommended for music libraries, academic libraries, historical and archival libraries. Excellent group of Illustrations, pages 83-94.

Carol Walker Jordan, Ph.D., MLIS

Christian Citizens: Reading the Bible in Black and White in the Postemancipation South



Elizabeth L. Jemison
Chapel Hill: The University of
North Carolina Press, 2020
ISBN: 9781469659695
242p. \$29.95 (Pkb)

As Elizabeth L. Jemison's research and writing explains, following Reconstruction and the passing of the 13th, 14th, and 15th amendments, evangelical black leaders formed churches and assembled congregations of black men and women throughout southern states in the postemancipation period. These leaders focused upon providing Christian training and support to newly freed citizens. Encouraged by their reliance upon identities as Christians and as fully endowed citizens, the strength to secure their rights within their newly formed territories and states seemed justified and reasonable. Yet, as Jemison points out, acceptance and inclusion did not meet successfully as the Evangelicals had hoped.

Whether the white citizens, both men and women, were fully open and welcoming to the new citizens or not, there was to be a hard fought battle over many years and on many different levels as the postemancipation years moved forward. White men were slow and skeptical to accept black men in public office, in leadership in clubs and organizations, in sports and leisure, or in evangelical settings. Women advocated for paternalistic attitudes and behaviors toward black women across religious, social and educational activities. Jemison justifies her arguments with excellent research into the development of a religious culture that differed greatly from the hopes that were presented by the original evangelical leaders of the Christianity movement in the postemancipation years.

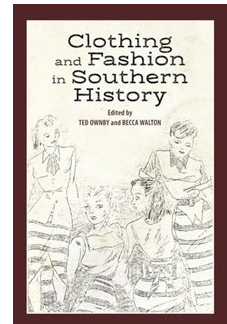
Jemison's studies focus mainly in an area of the lower Mississippi River Valley. The Chapters of her research focus upon the years of 1863-1900 and are organized under topics: Emancipation, Reconstruction, Redemption, Paternalism Reborn, Segregation, and a Conclusion: Family Values and Racial Order.

Recommended for academic and theological libraries, historical societies and public libraries. There is a Notes section on page 175, a Bibliography on page 203 and an Index on page 221. There are no internal Illustrations, however, the cover illustrations are original photographs of some incidents mentioned in the research.

Carol Walker Jordan, Ph.D., MLIS

Clothing and Fashion in Southern History

Ted Ownby and
Becca Walton, eds.
Jackson: University Press of
Mississippi, 2020
ISBN: 9781496829511
174 p. \$30.00 (Pbk)



Contributions by Grace Elizabeth Hale, Katie Knowles, Ted Ownby, Jonathan Prude, William Sturkey, Susannah Walker, Becca Walton, and Sarah Jones Weicksel.

Clothing and Fashion in Southern History's essays explore aspects of fashion and garment-making in the Southern states far removed from the historical attention typically paid to the antebellum fashion of Southern plantation owners. In 2016, Ted Ownby and Becca Walton organized a symposium at the University of Mississippi on Southern fashion and cloth production, later compiling and editing select contributor's essays on various aspects of the subject. Identifying an area of study which, up until recently, has not received the warranted level of academic research, this collection of original essays helps to fill in background and context for the importance of cloth and fashion in Southern culture and identity.

The first two essays by Katie Knowles and Sarah Jones Weicksel, respectively, cover the latter half of the nineteenth century. While Knowles explores the importance of enslaved people and their garments in impacting the textile industry, as well as their cultural imprint through cloth consumption and creating their own modes of dress, Weicksel's essay examines the roles women played in sewing confederate soldier's clothing and the subsequent elevation or demotion of those roles and their status in society by the changing governments.

In the 1930's, the Works Projects Administration sought to include unemployed women in work relief programs. Susannah Walker's analysis notes the WPA provided sewing rooms as a gender approved option, limiting women from obtaining needed industrial skills for higher paying jobs in the garment industry. Becca Walton, co-editor and contributor, relates how the incarcerated at the Mississippi State Penitentiary at Parchman used sewing skills and creativity to assert their humanity. In *The Mississippi Poor People's Corporation*, William Sturkey describes how clothing production by poor black Mississippians provided for their economic advancement and represented true Black Power in the late sixties and seventies.

"The Dress Makes the Band," the final essay in the collection, profiles the rise of a bohemian culture in Athens, Georgia which visually represented itself through thrift store and secondhand clothing. Elizabeth Hale, contributor and author of the book *Cool Town: How Athens, Georgia, Launched Alternative Music and Changed American Culture*, describes how, in the nineteen seventies and early eighties, mostly middle class students and local nonconformists created a lifestyle and sub-society based on alternative values and expressed it through their music, art, and vintage, thrift store clothes.

Introducing and exploring the themes featured in this series of scholarly essays, Ted Ownby and Jonathan Prude lead the reader to an understanding of common threads that tie these studies together. A list of contributors, along with select illustrations and extensive notes and index, make this a recommended volume for academic libraries with historical and sociological collections on the Southeastern United States.

Melanie Dunn, University of Tennessee at Chattanooga

Horace Kephart Writings



George Frizzell and
Mae Miller Claxton, eds.
Knoxville: The University of
Tennessee Press, 2020
ISBN: 9781621905417
707 p. \$45.00 (Pbk)

Rarely do I examine a book by putting it on our postal scale to determine the weight. At close to 2.5 pounds, I thought a reader might want to know what was included that make a volume weigh so much. The Table of Contents shows us that the editors were enthusiastic about sharing Kephart's written words. The volume, containing 707 pages divided into 10 Chapters and supported by 3 Appendices, Notes, a Selected Bibliography and an Index, should make any student of Appalachian studies think this collection is a gold mine. The joy of the collection to me was to see a literary giant unfold through the authenticity of Horace Kephart's documented expressions.

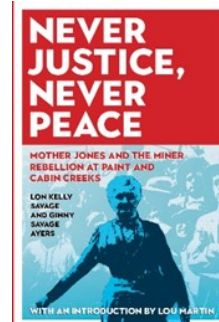
George Frizzell and Mae Miller Claxton organized the many writings included in the Kephart collection into ten chapters: Biography, Family and Friends, Camping and Woodcraft, Guns, Southern Appalachian Culture, Fiction, The Cherokees, Scouting, and Park and Trail. Each chapter is filled with Kephart's rich and engaging written prose. Living the life that he writes about and embracing the Appalachian landscape, Kephart's writings show his passion for the beauty of nature and nature's challenges of a life lived in the out of doors.

Highly recommended for all public libraries, academic libraries, and national park library collections. Illustrations throughout the pages are black and white and help to gain insight into the writings.

Carol Walker Jordan, Ph.D., MLIS

Never Justice, Never Peace: Mother Jones and the Miner Rebellion at Paint and Cabin Creeks

Lon Kelly Savage and
Ginny Savage Ayers
Morgantown: West Virginia
University Press, 2018
ISBN: 9781946684370
360 p. \$27.99 (Pbk)



In 24 short chapters, Lon Kelly Savage and Ginny Savage Ayers present a dramatic account of the coal miners' strike and the resulting violent crack-down by mine operators in the Paint and Cabin Creeks region of West Virginia that took place in

1912 and 1913 with famed labor organizer Mary Harris "Mother" Jones playing a starring role.

This book grew out of Lon Kelly Savage's research for his *Thunder in the Mountains: The West Virginia Mine War, 1920-21* (University of Pittsburgh Press, 1990). He became particularly interested in Mother Jones. Unfortunately, Savage died in 2004 but his daughter, Ginny Savage Ayers, was able to use her father's notes to write and publish *Never Justice, Never Peace*. The result is a very readable example of labor history. The book contains scholarly apparatus including extensive endnotes, a bibliography of primary sources, and an index yet the writing is very accessible to the non-academic reader.

Reflecting both local and national trends, the strike of 1912-1913 was the culmination of 20 years' worth of attempts at organizing these West Virginia miners into a union in the face of increasingly heavy-handed oppression by mine operators. Adding to the mix was the growing influence of Socialists such as Eugene Debs and Mother Jones while the mine operators generally found sources of support from county and state government officials.

Mother Jones, who had been active in labor organizing for decades, arrived in Charleston, West Virginia by train from Montana once she heard news of the strike in the Spring of 1912. Jones is a fascinating character. Emigrating from Ireland as a child, she began her decades' long career as a labor organizer a few years after losing her husband and children to a yellow fever epidemic in 1867. "Whether she inspired the miners to take action or simply gave voice to the miners' hopes and fears, few witnessed more of the pivotal events of the Mine Wars or more embodied the bravery and spirit of the miners than Mother Jones" (p. 7). She cultivated the image of a grandmother with her white hair and old-fashioned black dresses yet was fiercely outspoken and tough and, as the book illustrates, was a very effective and inflammatory speaker. She was quite strategic and was what we would now call "media savvy" in terms of seeking publicity and giving interviews to newspaper reporters.

An example of Jones's great sense of public relations was her encounter with hostile company guards at the town of Kayford located along Cabin Creek. Accompanied by a *Baltimore Sun* reporter, Jones's solution to being blocked from walking on private (mining company owned) land,

she waded into the shallow waters of Cabin Creek and walked the rest of the way to a more public location where an audience of 200 was waiting to hear her speak. As Savage and Ayers note, this walk through the creek was "a public relations triumph of major proportions" (p. 77) and helped garner national attention to the strike.

Jones was not the only colorful personality in the Paint and Cabin Creeks miner rebellion. Savage and Ayers provide effective short sketches of miners, mine unionizers, mine operators, the mine company guards and state militia leaders who committed acts of violence but also attempted to keep the peace. West Virginia Governors William Glasscock and Mark Hatfield played difficult and somewhat devious roles (the strike overlapped the final months of Glasscock's administration and the first months of Hatfield's). Governor Glasscock is something of a villain as portrayed here as he imposed martial law on the region in response to the ongoing violence. This allowed troops to be brought in and for a series of trials to be held via a military rather than civilian court with dozens of miners and labor agitators, including Mother Jones, imprisoned for months on end in 1913. Governor Hatfield was portrayed a little more sympathetically as someone who had some compassion for the miners. Hatfield was strategic too in his publicly agreeing to many of the strikers' demands and his gradually freeing groups of miners but not actually following through upon what the miners thought had been agreed.

Mother Jones continued to be an active and controversial presence in the labor movement, specially in support of miners everywhere. She returned to the West Virginia coalfields during the violent uprising known as the Battle of Blair Mountain in 1920-1921, well into her eighties.

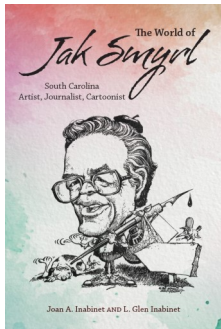
Although the strikes and violence that took place along Paint and Cabin Creeks ended disappointingly for the miners, the book does end on an inspiring note. "But thanks to Mother Jones and countless determined labor and union leaders, miners and their families, the strike on Paint and Cabin Creeks allowed a glimpse of what the power of solidarity could do and [to quote Mother Jones] 'the spirit of resistance awakened in the miners all over the State can never be quenched (p. 279).'"

Never Justice, Never Peace would be a very good addition to collections featuring labor and Appalachian history. The significant role of

Mother Jones also makes this book of interest to scholars of women's history. Recommended for both academic and public libraries.

Tim Dodge, Auburn University

The World of Jak Smyrl: South Carolina Artist, Journalist, Cartoonist



Joan A. Inabinet and
L. Glen Inabinet
Columbia: The University of
South Carolina Press, 2020
ISBN: 9781643360492
368 p. \$34.99 (Hbk)

In the recent biography *The world of Jak Smyrl: South Carolina Artist, Journalist, Cartoonist*, the narrative begins at the end of Smyrl's life as he is honored by the South Carolina General Assembly for his distinguished career as an artist and writer. This narrative structure enables authors Joan and Glen Inabinet to reflect on Smyrl's life and accomplishments, giving perspective to the events which shaped him into an artist with enduring relevance.

The book is divided into four main parts: Smyrl's childhood in Camden, South Carolina; his years as a Marine during World War II; his college days; and his professional career. The first several chapters describe Smyrl's family life in 1920s South Carolina. Oscar Jackson Smyrl, Jr., nicknamed "Jack," was born into a close-knit family in the small southern town of Camden, with a history dating back to colonial times. The authors are highly effective in depicting what it was like to grow up in a town that was a "social mecca" for tourists in the winter, and a vibrant local community during the rest of the year. Smyrl's childhood included silent movies at the Majestic Theatre, visiting families and friends, ice cream at the roller rink, and spiritual revivals. He was part of a never-ending community of siblings, aunts, uncles, and assorted cousins with which to engage in outdoor adventures and "sociable storytelling." Describing himself as "never lonely and never bored," the young Jack developed an active imagination, and by the first grade, he began to experiment with drawing. Early sketches reflected a child's idyllic point of view, yet in reality, it was the time of the Depression and the poor southern

economy resulted in changes in the community and his life.

After his high school graduation, Smyrl enrolled at Alabama Polytechnic Institute (now Auburn University), but he soon left school to volunteer for the U.S. Marines during the years of World War II. He saw combat in the Pacific and was in North China during the occupation. When the circumstances became overwhelming, he would draw pictures for his comrades to keep their spirits up. The war greatly influenced his life, and several chapters describe his time in the Marines with images of illustrated letters, humorous sketches, and photographs.

After returning from the war, Smyrl studied at the Art Institute of Pittsburgh and the University of South Carolina. While at the University, he took art classes and found success in creating illustrations for campus publications. During his senior year, Smyrl made the decision to leave school and apply for his "dream job" as a commercial artist at Columbia's *The State* newspaper. It was then that he dropped the "c" in his first name, famously saying, "I was just a poor artist. I couldn't afford a 'c.'" Smyrl may be especially remembered for his annual pieces about the South Carolina-Clemson rivalry. In fact, he is credited with creating the first fighting Gamecock logo. Smyrl spent over thirty-seven years as *The State's* first artist, but was also a well-known free-lance illustrator, creating comic sketches and artwork for books and other assignments.

Enhanced by photographs and illustrations, *The World of Jak Smyrl* is a well-researched book about a remarkable man. The authors have mined Smyrl's personal papers housed in the Caroliniana Library at the University of South Carolina, as well as numerous personal interviews, to create a compelling account of his life and career. Even readers who are unfamiliar with Smyrl and his vast body of work will appreciate the authors' efforts at creating a "time capsule" that captures small-town life in the rural south, harrowing war-time experiences, and a distinguished career that will be appreciated well into the future.

Kathelene McCarty Smith, The University of North Carolina at Greensboro

Writing Appalachia: An Anthology

Lloyd Ledford
Lexington: University Press
of Kentucky, 2020
ISBN: 9780813178790
776 p. \$50.00 (Hbk)

In their new anthology, editors
Katherine Ledford (Professor of
Appalachian studies at Appala-

chian State University) and Theresa Lloyd (Professor emerita, East Tennessee State University) present a well-curated collection of writings chosen to showcase the “historical depth and range of Appalachian literature, from Cherokee oral narratives to fiction and drama about mountaintop removal and prescription drug abuse, that contemporary readers and scholars seek” (introduction, p. xvii). While other well-regarded anthologies of Appalachian literature exist, none are as up to date or as broadly inclusive as this one. The editors have purposely sought out and included a diverse range of significant voices from every time period covered in the anthology to create a fuller, more accurate picture of Appalachian literature. This enables the anthology to celebrate a truly wide range of Appalachian life experiences, showcasing the complexity of the Appalachian experience from its earliest days to the present and avoiding any adherence to stereotyped expectations of what such a volume should or should not contain.

The anthology is arranged chronologically and thematically, starting with Cherokee narratives. It includes sections covering slavery, the civil war, and reconstruction, regionalism and local color, prose, poetry and labor, fiction, non-fiction, and drama, and 21st century fiction, non-fiction, and drama. The editors use a broad definition of the borders of Appalachia, noting that these borders are often disputed. They include authors from the north and the south, from both the rural and the urban areas within Appalachia, and from a wide variety of backgrounds. The volume includes many writers that readers may already be familiar with as well as others who readers may be introduced to for the first time. For libraries where there is an interest in Appalachian literature or in the Appalachian region, this book is an essential update.

Allison Faix, Coastal Carolina University

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ARTICLE OR WRITE A BOOK REVIEW?**

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at selaonline.org.



Seeking Proposals for NCLA SELA Joint Conference

The North Carolina Library Association is seeking proposals for the 64th NCLA Biennial Conference, a joint conference with SELA (Southeastern Library Association), from October 18-22, 2021. Proposals should address some aspect of this year's conference theme, "S.E.E. the Future: Support. Empower. Educate."

At this time, proposals are being accepted for Pre-Conference Workshops, Paired Presentations, Presentations, and Panel Discussions (more information on each format is available in the CFP.) Proposals for virtual presentations that represent all aspects of library work (including technical services, access services, interlibrary loan, reference, instruction, library administration, technology, youth services, and more) and all library workers (including library students, paraprofessionals, and members of underrepresented groups) are encouraged.

All conference presentations will be virtual, with options for both pre-recorded and live sessions. Visit the [conference website](#) to read the full Call for Proposals and submit a proposal.

The deadline to submit a proposal is April 16, 2021.

For questions contact Kate Engelbrecht at kengelbrecht@cmlibrary.org, 704-416-0101 (public), or 704-416-0134 (desk).

The Public Library Section Needs Your Help

The chair and chair-elect of SELA's Public Library Section would like to ask for your help. If your library does something special as a part of your Summer Reading Program, or you have an innovative program, they would like to know about the program. Please send section leadership the title of the program, a brief description of the program, and a contact person. Section leadership want to highlight the important things that SELA public library members are doing in their libraries. This information will be used to create articles for the *SELn*'s SPOTLIGHT column.

Section leadership also wants to hear from its members. Please let them know what you would like to see from the section. What could the section do to make SELA membership appealing to you and your other public library colleagues?

Contact Information:

Chair Beth Anderson,
beth.anderson@clark.lib.wv.us or 304-853-2338

Chair-Elect Danielle Thornton,
dthornton@greenvillelibrary.org or 864-963-9031



Interested in [joining SELA](#) or need to
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NEWS FROM THE STATES



KENTUCKY LIBRARY ASSOCIATION The KLA/SLA Joint Spring 2021 Conference

The theme for this virtual conference is "Libraries in Action: Promoting Equity, Diversity, and Inclusion in Our Communities." The conference will be held April 22-23. [Program submissions](#) are due Friday, February 28.

The Kentucky Public Library Association (KPLA) Spring 2021 Conference

The theme for this virtual conference is "A Common Ground, A Common Good: Reboot." The conference will be held March 24-26.



UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Patrick Dollar and Scott Hinshaw Receive Archivist Certification

Patrick Dollar and Scott Hinshaw recently received their Digital Archives Specialist (DAS) Certificate from the Society of American Archivists (SAA). Founded in 1936, the SAA is North America's oldest and largest national professional association dedicated to the needs and interests of archives and archivists. The SAA represents more than 6,200 professional archivists employed by

governments, universities, businesses, libraries, and historical organizations nationally.

"The University Libraries is proud to invest in professional development opportunities for our staff members in order to stay up-to-date on their skills and talents that ultimately benefit the end user with a higher quality of product or service," said UNC Greensboro's University Libraries' Interim Dean and Associate Professor Mike Crumpton.

"The courses and programming were really great and I've learned so much from this program," said Hinshaw. "I think it's a great way for Archivists to gain new skills and knowledge about our constantly evolving profession."

Hinshaw, a two-time alumnus, graduated from UNCG with dual majors in Ancient Greek and Latin Languages and Historical Archaeology and began working at the University Libraries in 1999. After receiving his bachelor of arts degree, Hinshaw obtained his master of arts degree in American History with an Historical Preservation Certificate from UNCG.

"I am the systems administrator for our Born Digital Records Management system and working with digital records is a major component of my job," said Dollar. "The DAS Certificate has helped me learn more about best practices surrounding the preservation of born digital records and has been extremely valuable to supporting my position's duties."

Dollar joined University Libraries in 2017 and received his bachelor of arts degree from UNC-Chapel Hill with dual degrees in Journalism and English. He obtained his master of arts degree in English from UNCG and also holds a master's degree in Library Science from UNC-Chapel Hill.



Patrick Dollar



Scott Hinshaw



CHARLOTTE MECKLENBURG LIBRARY

Charlotte Mecklenburg Library Hires New CEO and Chief Librarian



Marcellus Turner

Charlotte Mecklenburg Library has hired nationally recognized library leader Marcellus “MT” Turner as its next Chief Executive Officer and Chief Librarian after an extensive national search, effective April 1, 2021. Turner comes to the Library with more than 30 years of library experience, most recently serving as the Executive Director and Chief Librarian at The Seattle Public Library (SPL) in Seattle, Wash.

“Marcellus Turner is an exceptional leader whose experience and visionary approach make him the ideal person to lead the development and direction of Charlotte Mecklenburg Library,” said Joe Helweg, Charlotte Mecklenburg Library Board of Trustees Chair and head of the search committee. “A respected voice in the national conversation about the future of libraries, MT will be a strategic local leader for our region with his thought leadership on how urban libraries can become more socially conscious and more impactful in helping to solve the challenges facing our communities today.”

Turner’s three decades of experience includes 10 years at SPL, where he led and managed a system of 27 libraries, including the world-renowned and iconic Central Library, a staff of 679 and more than 500 volunteers. He brings comprehensive experience at every level of system, pro-

gram and community engagement management of public libraries. Turner is also a highly regarded speaker and guest lecturer, sharing his views and vision on the future of libraries at local, state, national and international library conferences and universities. Turner earned his master’s degree in library science from the University of Tennessee and a bachelor’s degree from Mississippi University for Women.

“I am excited about joining Charlotte Mecklenburg Library at such an important time in its growth and role as a community resource,” Turner said. “There is a tremendous opportunity to better understand and serve the evolving needs of Charlotte Mecklenburg, and I am committed to ensuring the Library supports, enhances and empowers the changing ways our residents live, learn and engage.”

In addition to leading the Library’s essential mission, Turner will assume responsibilities for several important initiatives at Charlotte Mecklenburg Library: activating the Blueprint 2025 Vision Plan; advancing the Library’s commitment to equity, diversity and inclusion; and, supporting the Charlotte Mecklenburg Library Foundation’s continued fundraising while working with County leadership, architects and builders, to realize the completion of the new \$100 million, 115,000-square-foot Main Library. The new Main Library is poised to become a major destination in Uptown Charlotte, designed to be an architecturally distinctive, state-of-the-art, technologically advanced knowledge center, welcoming everyone in the community to access the resources of a 21st century library.

Turner will officially become Charlotte Mecklenburg Library’s CEO and Chief Librarian on April 1, 2021 following the retirement of Lee Keesler, who has led the library since 2012 and served as the 117-year-old public library system’s first CEO. Coleman, Lew, Canny, Bowen led the national search, along with a diverse search committee made up of members of the Board of Trustees, Library Foundation Board and County Leaders.

“The Board of Trustees unanimously approved the appointment of Marcellus Turner, and we are thrilled to have him join Charlotte Mecklenburg Library,” Helweg said. “MT’s accomplished career in governing library systems and his vision for the future of libraries ensures Charlotte

Mecklenburg Library will continue to be an engaged, dynamic and invaluable resource for our entire community."

UNIVERSITY OF SOUTH CAROLINA **The Spring 2021 Baker Diversity** **Lecture Series**

The College of Information and Communications at USC presents the Spring 2021 Baker Diversity Lecture Series. The series is part of the Augusta Baker EDI programming at USC that honors [Augusta Braxton Baker](#), "the first African American Coordinator of Children's Services with in the NY Public Library system."

All are welcome to attend and learn from some of the best EDI voices in the profession. The series began on January 21, 2021 and runs through April 15, 2021.

For upcoming lectures a registration link to attend the live lecture is available. All lectures are recorded and made available via the lecture series website along with suggested readings from the lecturer.



VIRGINIA TECH **Design Meets Beauty in the New Virtual** **Sculpture Garden**



Rolling hills dotted with illuminated Virginia dogwoods and a towering archway set the scene for the University Libraries' new Virtual Sculpture Garden. Funded by an Institute for Cre-

ativity, Arts, and Technology (ICAT) rapid response grant and in collaboration with the Moss Arts Center, the Virtual Sculpture Garden takes viewers to a place where beauty and design come together to keep the arts community connected during a time of physical distancing.

Principle Investigator and University Libraries' Creative Services Coordinator Trevor Finney envisioned this oasis for the last few years. Before coming to Virginia Tech, Finney worked as a 3D modeler for virtual world companies and has relied heavily on the design skills honed during his time in the University Libraries to inform the design of the Virtual Sculpture Garden environment.

"Working on the library communications team has offered me insights into how I can craft critical messaging that surrounds the project and will help in the coming months as we begin our broader outreach efforts," said Finney. "I am fortunate to be working in a place with the people and the resources necessary to bring an idea like this to fruition."

The Virtual Sculpture Garden was created by four faculty members, two student workers, and a graduate assistant: Trevor Finney, creative services coordinator and principal investigator, University Libraries; Jonathan Bradley, head studios and innovative technologies, University Libraries; Renee Alarid, associate director creative services, Moss Arts Center; Alice Rogers, manager media design studios, University Libraries; Giang Vu Binh Nguyen, studio student fellow, University Libraries; Dylan Craft, studio student fellow, University Libraries; and Alex Krasner, Virtual Environments Studio graduate student, University Libraries.

Visitors can access the garden through a web browser or virtual reality (VR) headset and explore its digital 3D artworks. The stylized landscape pulls inspiration from Virginia and features trees and plants native to the area. Visitors take a stroll along a self-guided landscape through nature while gaining insight into the works of art and the artists behind them.

VIRGINIA TECH **Grant Awarded to University Libraries** **to Study Curation of Interdisciplinary** **Data and Collaborative Research**



University Libraries Assistant Dean and Director of Data Services, Andi Ogier (left) and Jonathan Petters, data management consultant and curation service coordinator (right)

University Libraries in collaboration with libraries at Indiana University and the University of Colorado Boulder have been awarded a 2-year, \$378,046 Institute of Museum and Library Services (IMLS) grant under the National Leadership Grants for Libraries program. Together these university libraries will address the challenge of curating data produced during interdisciplinary and highly collaborative research.

Leading the project for University Libraries is Co-Investigator Jonathan Petters, data management consultant and curation service coordinator, and Andrea Ogier, assistant dean and director of data services. From Indiana University, the Principle Investigator, Inna Kouper, is an assistant scientist at the Luddy School of Informatics, Computing, and Engineering.

The project will engage with nine diverse interdisciplinary research groups through assessing their current data practices, producing data analysis and curation workflows, implementing these workflows, and engaging graduate students and professional experts to collaboratively evaluate the effectiveness of the project in assessing the best way to curate research data in interdisciplinary research projects.

University Libraries' experts in data and curation are ready to help Virginia Tech researchers make their research data accessible. This includes publishing their data in University Libraries' research data repository, a platform for highlighting, preserving, and providing access to work generated by the Virginia Tech community.

VIRGINIA TECH

Tyler Walters elected to Association of Research Libraries Board of Directors



Tyler Walters

University Libraries at Virginia Tech Dean Tyler Walters was elected to the Association of Research Libraries (ARL) 2020-21 Board of Directors during its Fall 2020 Association Meeting. While on the eight-member Board of Directors, Walters joins research library deans from the University of Delaware, University of Louisville, Temple University, University of Colorado Boulder, The University of British Columbia, Northwestern University, and UCLA in guiding, advising, and leading the organization with ARL's executive director and staff.

"While it's a recognition of one's record of leadership and honor to serve," said Walters, "it's primarily a working appointment where one applies both tactical and strategic actions for the betterment of the member research libraries and the association itself."

Founded in 1932, ARL is a nonprofit organization of 125 research libraries in Canada and the U.S. whose mission is to advance research, learning, and scholarly communication. ARL is a leadership organization that has concentrated on change issues related to organizational transformation, public policy, and inclusion, diversity, and equity. Virginia Tech has been a member of ARL since 1976.

Walters brings his experiences and leadership surrounding data and information policy to ARL's public policy work. Throughout his professional career, he has served on working groups, organization boards, and committees dedicated to promoting and creating open technologies, and making research, data, and other scholarly outputs available to the public.

His latest endeavor, leading the merger of international nonprofits DuraSpace and LYRASIS, continued his professional influence in the areas of open data, open source software, and open scholarship to benefit future advances in the sciences and humanities.

“Being based in Washington, D.C., an important part of ARL’s portfolio is to influence public policy on matters related to data and information,” said Walters. “I have worked with agencies such as the National Science Foundation and the Department of Commerce National Technical Information Service as well as the Association of American Universities and the Association of Public and Land-grant Universities. These experiences will help ARL contribute to these policy discussions and their outcomes.”

VIRGINIA TECH **Open-sourcing learning resources in** **Management Department**

A college education is no longer a luxury for the privileged few, rather, it is a necessary instrument for economic opportunity and mobility. The COVID-19 pandemic has worked to increase economic disparity throughout the country, potentially pushing a college education out of reach of many students.

However, members of the Management Department have coordinated with Anita Walz, assistant director of Open Education and Scholarly Communication librarian, to make a management degree more affordable. And they’ve done so, recently releasing Virginia Tech’s adaptation of “Strategic Management” as an open textbook.

“Strategic Management” is a 343-page textbook designed to introduce key topics and themes of strategic management to undergraduate students in a required senior capstone course, MGT 4394 Strategic Management.

The project was made possible with support from the Pamplin College of Business and the Open Education Initiative at the University Libraries. “The Open Education Initiative offers assistance and grants to faculty,” explained Walz. “Be it technological assistance, platform assistance, and/or editorial services.”

VIRGINIA TECH **Virginia Tech Publishing partners with in-**

ternational association to publish engi- **neering open textbook**

In February 2021, The University Libraries’ Virginia Tech Publishing and the American Society of Agricultural and Biological Engineers (ASABE) will publish “Introduction to Biosystems Engineering,” an open textbook for university-level introductory courses in biosystems engineering.

Written by an international team of authors, this is the first open textbook published as part of the University Libraries’ membership in the Open Education Network Publishing Cooperative. It also marks the first time that Virginia Tech Publishing has partnered with an international professional association to publish an open textbook.

For many college students, the cost of textbooks can be an insurmountable challenge. Thanks to the open textbook movement, which focuses on the creation and use of books that are openly licensed, free, and editable, students are increasingly able to obtain high-quality educational resources at no cost. The University Libraries at Virginia Tech is committed to the open education movement and is engaged in creating and promoting open textbooks and other open educational resources with Virginia Tech faculty authors. Since 2016, the library and Virginia Tech Publishing have published 10 open textbooks.

“Introduction to Biosystems Engineering” is released under a Creative Commons Attribution license (CC BY) and is available both in print and online. The online version is freely downloadable either as a complete work or as stand-alone chapters. In addition, a parallel resource in development, The Biosystems Engineering Digital Library (BEDL), will provide more teaching and learning resources instructors can use in the classroom.

DO YOU HAVE NEWS TO SHARE ABOUT **YOUR LIBRARY OR STATE?** **SEND IT TO US!**

The deadline to submit news items for the Spring issue of the *SELn* is April 1, 2021. Please send all news items to the Editor, Ashley S. Dees, at aesorey@olemiss.edu.



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